



Library Media Endorsement

Proposed Changes are being made----

- To bring the Library Media Endorsement in alignment with other endorsements and Educator Licensing policies.
 - There will be a phase-in period.
 - All current applicants and SAEPs in process will be honored.

Comments and suggestions are welcome.



Hattie Munk Books

- In late 2007 the Utah State Office of Education received a generous endowment from the Hattie D. Munk Foundation to provide reference materials for Utah's secondary public schools.
 - Books ordered for 2009 are now ready for pick-up.
 - Books are boxed by district.
 - Individual sets are identified by school name.
 - Please contact Wanda Gocha, 801-538-7797 to arrange pick-up.
 - Qualified Charters Schools will be notified individually.

4. 2011 Graduation Requirements Lynne Greenwood



Utah Credit and Course Requirements (In academic year units)

Core Area	Through 2009-2010	Beginning 2010-2011 4 credits		
English/Language Arts	3 credits			
Vlathematics	2 credits 1 credit Algebra 1 or Applied Math I 1 credit Geometry Applied Math II; Ot any Advanced Mathematics	3 credits 1 credit Algebra I 1 credit Geometry 1 credit Advanced, applied or supplemental Mathematics		
Science	2 credits 2 credits from the four science foundation areas; Earth Systems, Biological Science, Chemistry, or Physics	3 credits 2 credits from the four science foundation areas; Earth Systems, Biological Science, Chemistry, or Physics 1 credit from the foundation courses or the applied or advanced science core list. 2.5 credits 1 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship		
Social Studies	2.5 credits 1 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship			
Directed Coursework	3.5 credits 1.5 credits Fine Arts 1 credit CTE 0.5 credit Computer Tech 0.5 General Financial Literacy	3.5 credits 1.5 credits Fine Arts 1 credit CTE 0.5 credit Computer Tech 0.5 General Financial Literacy		
Physical Education / Health	2 credits 0.5 Health Education 2 0.5 Participation Skills and Techniques 0.5 Fitness for Life 0.5 Individual Lifetime Activities	2 credits 0.5 Health Education 2 0.5 Participation Skills and Techniques 0.5 Fitness for Life 0.5 Individual Lifetime Activities		
Required Electives	9 credits	6 credits		
Γotal	24 required credits	24 required credits		



Proposed English Language Proficiency Standards for Utah

WIDA Standards

WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

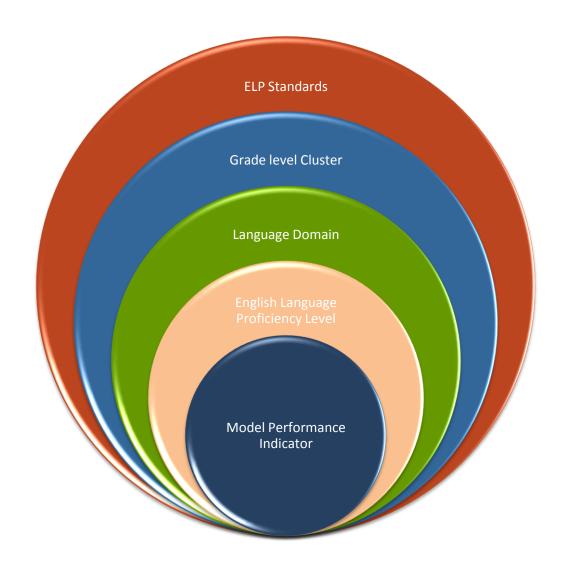
Why are we doing this?

 The US Dept. of Ed. Monitoring visit of April 2009 findings.

 Current ELP Standards not aligned with Utah Core Standards

 Classroom teachers need better tools for in-class instruction and student monitoring for ELL students

Structure of the WIDA Standards



Five WIDA ELP Standards

<u>Standard 1</u> – SIL : English language learners communicate for <u>SOCIAL AND INSTRUCTIONAL</u> purposes within the school setting.

<u>Standard 2</u> – LoLA: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

<u>Standard 3</u> – LoMA: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <u>MATHEMATICS</u>.

<u>Standard 4</u> – LoSC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

<u>Standard 5</u> – LoSS: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <u>SOCIAL</u> <u>STUDIES</u>.

Standards Frameworks

Summative

- Is amenable to largescale testing or classroom assessment
- Includes sensory and graphic supports
- Contains model performance indicators that are observable and measurable

Formative

- Corresponds to everyday classroom practice
- Includes sensory, graphic, and interactive supports
- Contains model
 performance indicators
 that include strategies,
 technology, and long term projects

Five Grade-Level Clusters

The 2007 WIDA ELP Standards are organized by the following Grade-level clusters:

- •PreK-K
- •Grades 1–2
- •Grades 3-5
- •Grades 6-8
- •Grades 9–12

Four Language Domains

Listening — process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking — engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing — engage in written communication in a variety of forms for a variety of purposes and audiences

Model Performance Indicators

Provide examples (models) of assessable language skills

Reflect the second language acquisition process

Describe how students can use the language

 Provide the anchors for curriculum, instruction, and assessment

Organization of MPIs within Standards

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Resources &c supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed propures land or actives an caldison rse	Evaluate and select needed resources for tasks or projects based on oral discourse	
SPEAKING	Instructions/ Assignments	Respond to WH- questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through thinkalouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	Level 6- Rea
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) information (e.g., on posters)	Identify sentence level information on costollar related topic from illustrativett (e.g. in advertisen instruction)	Summarize information on socially related toph from Australia page app	Interpret information on recially-related to ics from illustrated to it (e.g. die of b ird or ideo games)	Infer information on socially-related topics from text	Reaching
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

ELP Standard 1: Social and Instructional Language, Summative Framework



The Elements of the MPI

Model performance indicators consist of 3 elements:

The Language Function

• The Content Stem or Sample Topic

The Support or Strategy

Ethnic and Racial Identity



LEAs must ask a two-part question:

- •Part I: Are you Hispanic/Latino?
- •Part II: Select one or more of the following:
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or other Pacific Islander
 - White

Observer Identification



•Identity of students' race and ethnicity is made by school personnel because the student and/or parent refuse to self-identify

•To be used as a "last resort"

Observer Identification



- As much detail as possible is required for data analysis
- Unknown is no longer accepted on State or Federal Level

If a Student is Identified as Hispanic...

•He or she must be reported to the U.S. Department of Education as Hispanic, no matter how many races he or she identifies with.

Multi-Racial

- A non-Hispanic who identifies with more than one race must be reported as multi-racial (of two or more races).
- Otherwise the student is assigned into the single race marked

Collecting Data

- •Educational institutions and other recipients may create sub-categories of ethnicities/race if they require additional information for their own purposes.
- LEAs would have the option of "unknown"



Collecting Data

•States have discretion in determining which racial groups are 'major' for purposes of NCLB accountability and are not required to change such categories for AYP (Fed. Reg. 2007)





K-2 Science



Revisions made:

- Added introductory pages
- Added Literacy and Numeracy connections
- Revised instructional framework
- Added standard descriptions
- Added action verbs to indicators lacking them
- Added Science Content by Standards page
- Added supplemental materials description pages
- Added integration suggestions

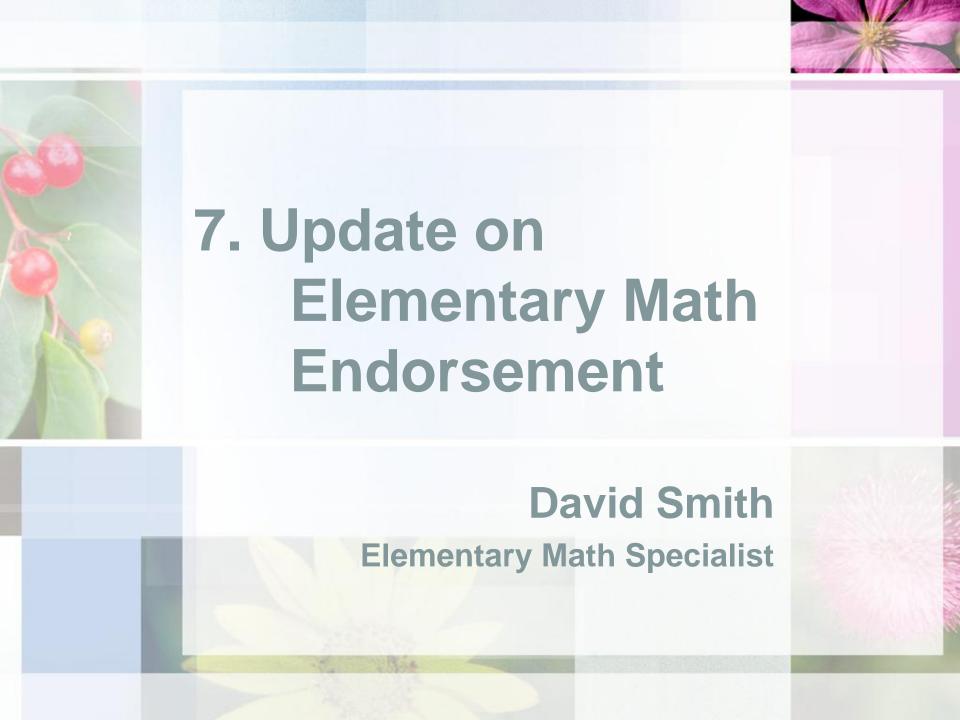
K-2 Science





- Further Revisions Planned
 - Add "What Students Should Know and Be Able to Do" pages
 - Science Practices
 - Science Understandings
 - Science Skills
 - Add Standard 1 coding to Suggested
 Strategies
 - Suggestions from Public Comments

K-2 Science Present to State Board of **Education on April 9** Public Hearings during April Final approval in May



Elementary Mathematics Endorsement

- Six Courses
 Mathematics for Teaching K-8:
 - Numbers and Operations
 - Proportional Reasoning
 - Algebraic Reasoning
 - Geometry and Measurement
 - Data Analysis and Problem Solving
 - Assessment and Intervention

Elementary Mathematics



- University Courses
 - Can be offered at any university offering graduate credit
 - Currently being submitted for approval at:
 - · USU
 - UofU
 - WSU
 - UVU
 - BYU
 - · SUU

Elementary Mathematics





- LEA Sponsored Courses
 - Can be taught in LEAs
 - Instructor Qualifications
 - Either:
 - A master's degree in mathematics or mathematics education
 - · Or:
 - A master's degree in another field (such as curriculum and instruction) AND a current mathematics endorsement (at least level 2) issued or recognized by the USOE
 - · And:
 - Five years teaching experience

Elementary Mathematics Endorsement

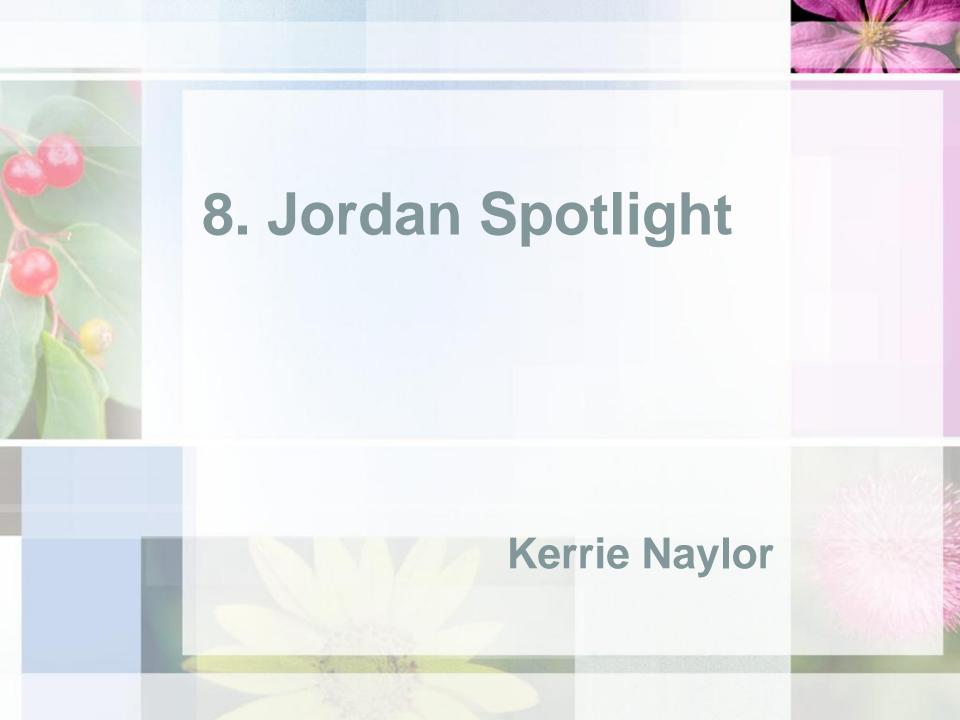
- LEA Sponsored Courses
 - Instructor Qualifications
 - Must be approved by LEA Math Coordinator
 - Must be approved by USOE Elementary Math Specialist
 - If not at least Level 2 endorsed, must take and pass Praxis 0069 in order to be approved

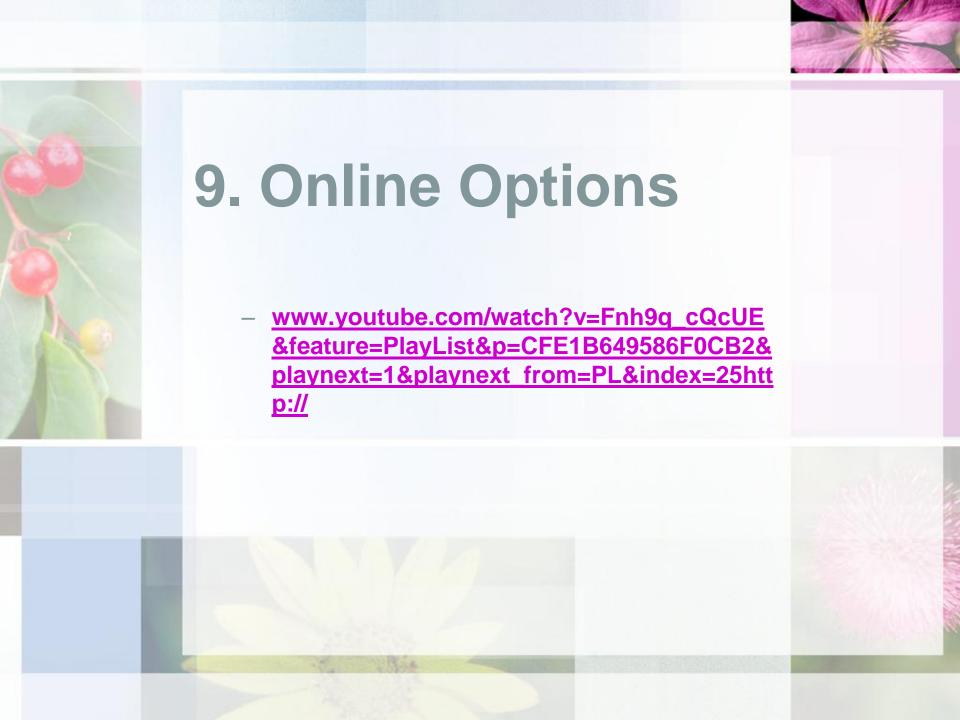
Elementary Mathematics

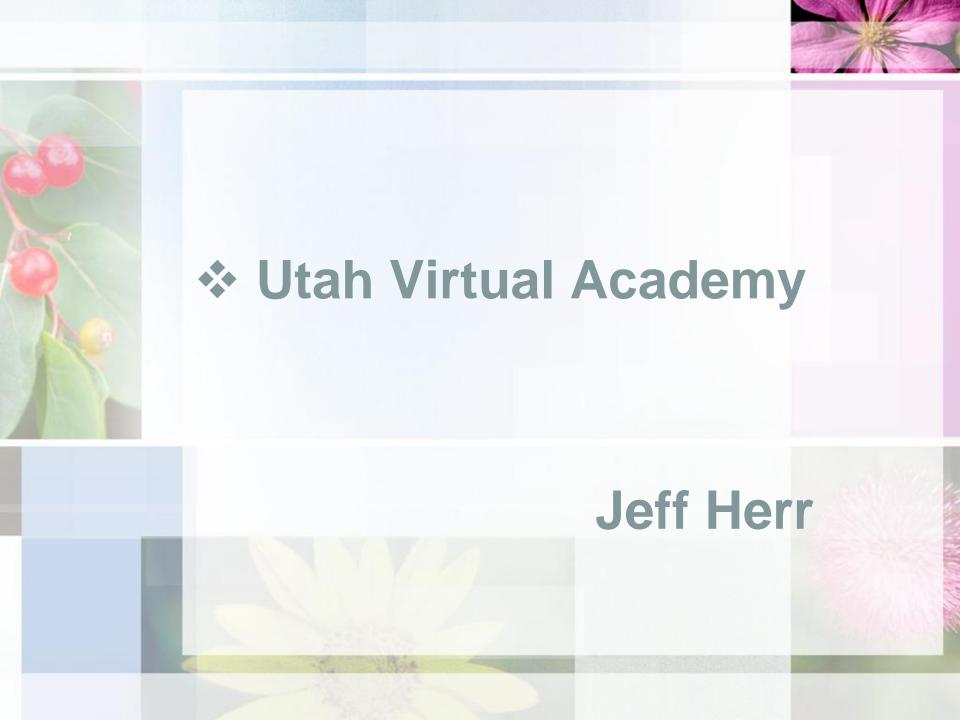


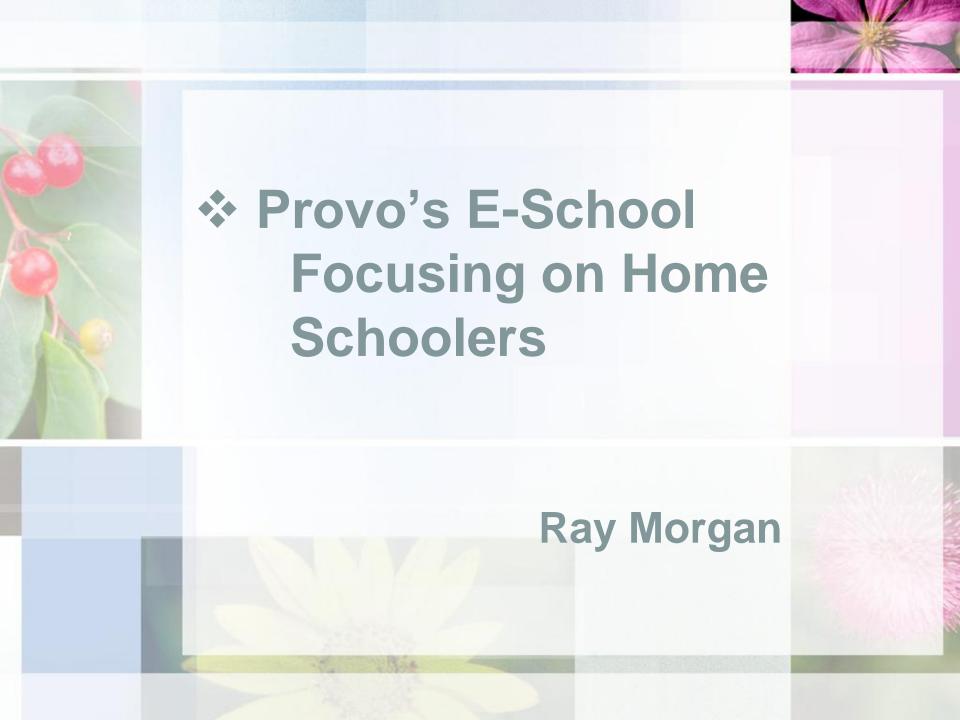


- Timeline
 - LEA courses can begin this fall (summer?)
 - University courses most likely will begin
 Spring 2011
 - Current endorsements will be accepted through December 2010
 - Course substitutions will be determined by Elementary Math Specialist
 - Endorsement checklist is currently being revised

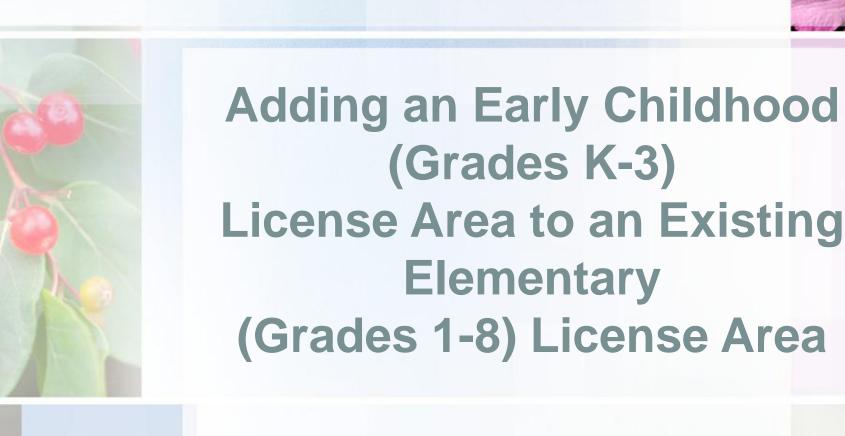












Application and Process

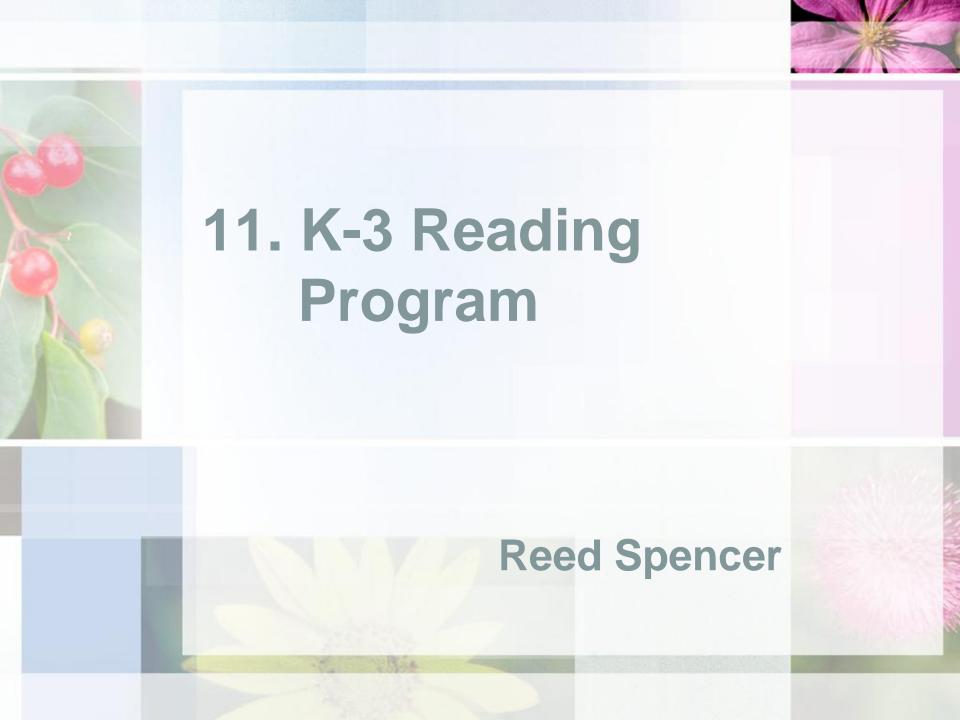


You've got a Grades 1-8 License Area and you want to teach kindergarten. What do you do?

The application: complete and submit to Educator Quality and Licensing.

The requirements: Praxis 0022 and four courses.

The danger of the K-6 license: no 7 and 8!





12. Mathematics **Pathways Diana Suddreth**

Secondary Mathematics Pathways

		hways						
	7 th grade	8 th grade	9 th grad	le	10 th grade	11 th grade	12 th grade	
Career & Work Readiness	Math 7	Pre-algebra	Algebra	l	Geometry	Algebra 2	Mathematics or CTE Math Elective	
	Pre-algebra	Algebra	Geometry		Algebra 2	Mathematics Elective	Mathematics or CTE Math Elective	
College Readiness	Math 7	Pre-algebra	Algebra		Geometry	Algebra 2	Precalculus	
	Pre-algebra	Algebra	Geometry		Algebra 2	Precalculus or Concurrent Enrollment	Mathematics Elective	
STEM Readiness	Pre-algebra	Algebra	Geometry		Algebra 2	Precalculus or Concurrent Enrollment	Calculus	
Minimum pa	thways to mo	eet graduation	requir	ements	5			
	7 th grade	8 th grade	9 th grade Algebra A		10 th grade	11 th grade	12 th grade	
	Math 7	Pre-algebra			Algebra B	Geometry		
	Math 7	Pre-algebra	Algebra Basic S		Geometry	Mathematics Elective		
	Math 7	Pre-algebra	Basic Skills (Semester)		Algebra	Geometry	Mathematics Elective	
Mathematics Electives for Minimum Pathways				Mathematics Electives for Recommended Pathways				
	Accounting I & II Quantitative Analysis Statistics & Probability Discrete Math (Decision-making) Mathematics of Personal Finance Computer Programming				College Prep Math Quantitative Analysis Discrete Math (Decision-making) Statistics and Probability Intuitive Calculus Concurrent Enrollment AP Statistics			





15. Summer Science **Opportunities Shannon Buchanan**









